



Florence 5 School District

156 E Marion Street
Johnsonville, SC 29555

Grades PK-12 District
Enrollment 1,501 Students
Superintendent Dr. D. John Morris Jr. 843-386-2358
Board Chair Darren Timmons 843-386-2358

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Below Average	Below Average
2008	Average	Good
2007	Average	Below Average
2006	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

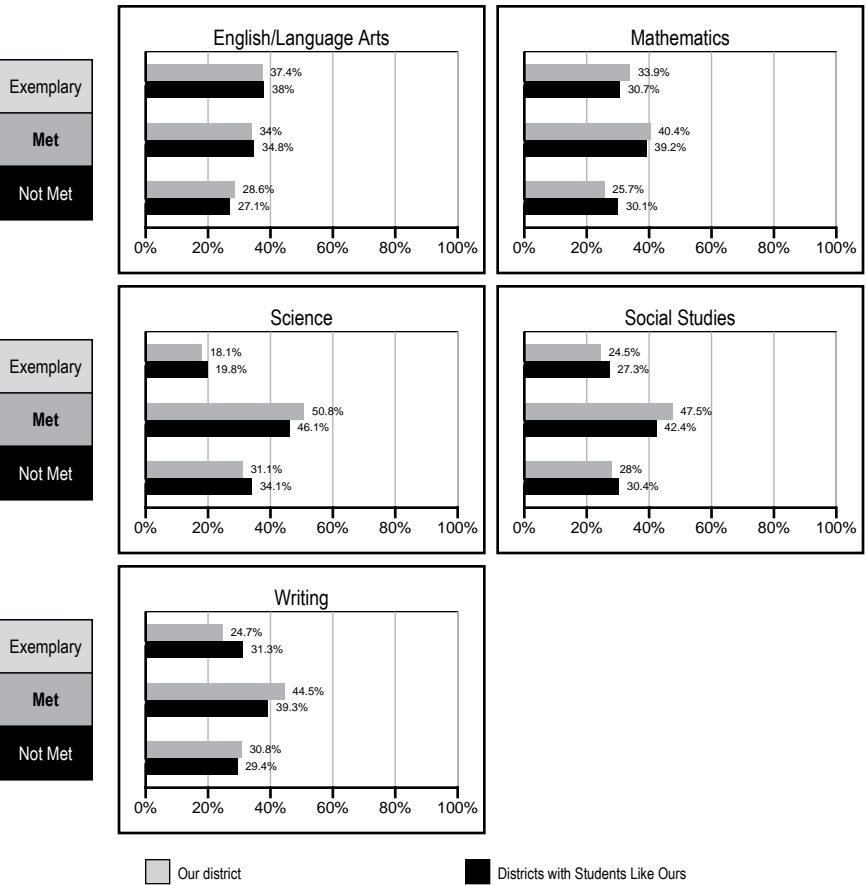
96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	22	2	0

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	82.6%	81.0%	81.4%	79.2%	74.6%	77.1%
Passed one subtest	9.9%	13.0%	11.3%	11.0%	13.2%	11.8%
Passed no subtests	7.4%	6.0%	7.2%	9.8%	12.2%	11.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	90.5%	83.2%
English 1	65.4%	68.9%
Physical Science	70.0%	54.2%
US History and the Constitution	47.4%	39.3%
All Subjects	68.1%	61.9%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,501)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	2.1%	Down from 4.0%	2.4%	2.3%
Attendance rate	96.8%	Up from 96.1%	95.4%	95.8%
Eligible for gifted and talented	5.7%	Down from 13.2%	15.5%	14.3%
With disabilities other than speech	9.1%	Down from 14.1%	11.0%	10.5%
Older than usual for grade	5.6%	Down from 7.3%	4.5%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.4%	0.8%	0.7%
Enrolled in AP/IB programs	17.1%	Down from 17.6%	11.1%	12.1%
Successful on AP/IB exams	55.3%	Down from 66.7%	48.6%	50.0%
Eligible for LIFE Scholarship	53.3%	Up from 28.0%	31.1%	31.4%
Enrolled in adult education GED or diploma programs	1	Down from 9	63	47
Completions in adult education GED or diploma programs	1	Down from 4	39	29
Annual dropout rate	3.3%	Down from 4.0%	3.2%	3.1%
Teachers (n=99)				
Teachers with advanced degrees	65.7%	Up from 62.7%	59.5%	58.8%
Continuing contract teachers	82.8%	Up from 78.4%	83.7%	81.5%
Teachers with emergency or provisional certificates	4.1%	Up from 4.0%	3.4%	4.0%
Teachers returning from previous year	91.5%	Up from 90.5%	89.7%	89.3%
Teacher attendance rate	94.9%	Down from 95.3%	95.1%	95.3%
Average teacher salary*	\$47,674	Up 1.1%	\$46,954	\$46,618
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.2%
Professional development days/teacher	13.5 days	Down from 16.5 days	12.8 days	12.6 days
District				
Superintendent's years at district	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.2 to 1	20.7 to 1	20.9 to 1
Prime instructional time	90.0%	Up from 89.5%	89.6%	89.9%
Dollars spent per pupil**	\$9,723	Up 1.0%	\$9,300	\$9,364
Percent of expenditures for teacher salaries**	50.2%	Up from 47.7%	54.0%	53.3%
Percent of expenditures for instruction**	51.8%	Up from 50.0%	56.3%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	3	No Change	11	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.3%	Up from 5.1%	1.5%	2.4%
Average age in years of school facilities	31 Years	Up from 30 Years	27 Years	27 Years
Number of schools with SACS accreditation	3.0	No Change	11.0	8.0
Parents attending conferences	97.3%	Down from 98.4%	97.6%	97.1%
Average administrator salary	\$77,021	No Change	\$79,227	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	109	97.2%	427	68.1%	125	84.8%	N/A
Gender							
Male	53	98.1%	210	68.6%	62	87.1%	N/A
Female	56	96.4%	217	67.7%	63	82.5%	N/A
Racial/Ethnic Group							
White	75	98.7%	282	75.9%	84	84.5%	N/A
African American	32	93.8%	128	51.6%	38	86.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	70.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	12	91.7%	48	39.6%	13	76.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	50	98.0%	214	56.5%	61	78.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	97.2%	89.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	118	125	560	595
Number of Graduates in Cohort	98	106	410	425
Rate	83.1%	84.8%	74.8%	72.8%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	467	506	505	542	469	478	1442	1526		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	17.6	16.9	20.4	19.1	19.0	18.0	20.2	18.9	19.5	18.3
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	3.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The journey of academic excellence is one that is taken seriously in Florence County School District Five. Although we have been on this journey for quite some time, we still have miles to go in this never-ending task of educating our children.

I am very proud of the academic success our schools have experienced. With the accountability laws, we must strive to reach new and enduring levels of excellence. We welcome the challenges with excitement and anticipation of great achievement. We know that we can and will excel as our students embark into this new era.

The report card will offer our community access to the important data relative to the Florence 5 school district. We are available to discuss your comments or concerns about this report, and we invite you to visit our schools.

Much progress has been made due to the commitment and support of board members, teachers, other district employees, students, parents, and citizens of the Johnsonville area. The future is bright, and we must continue to strive for excellence. Resources are limited, but our commitment to providing quality educational opportunities for all students is unlimited. Our challenge is to continue to be "The Pride of the Pee Dee."

Dr. D. John Morris, Jr., Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Johnsonville Elementary	CSI

The Florence 5 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	661	98.5	28.8	33.9	37.3	83.4	83.5	Yes	Yes
Gender									
Male	352	98	33.1	33.1	33.7	80.1	80.1	N/A	N/A
Female	309	99	23.9	34.7	41.4	87.2	87	N/A	N/A
Racial/Ethnic Group									
White	452	98.9	19.5	33.8	46.7	90.1	89.6	Yes	Yes
African American	186	97.3	51.1	32.8	16.1	66.7	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	16	100	37.5	50	12.5	81.3	79.6	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	140	93.6	58.2	29.9	11.9	56.7	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	15	100	37.5	50	12.5	81.3	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	407	98.3	37.8	37.3	24.9	78.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	661	99.1	25.5	40.9	33.5	82	80.4	Yes	Yes
Gender									
Male	352	98.9	28.7	37.2	34	79.2	78.4	N/A	N/A
Female	309	99.4	21.9	45.1	33	85.2	82.5	N/A	N/A
Racial/Ethnic Group									
White	452	99.1	17.7	40.9	41.4	87.6	87.8	Yes	Yes
African American	186	98.9	45	41.1	13.9	68.3	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	16	100	25	50	25	81.3	78.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	140	96.4	57.5	32.8	9.7	52.2	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	15	100	25	50	25	81.3	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	407	99.3	35	43.7	21.3	74.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	439	99.5	30.3	51.6	18.1	69.7	67.3
Gender							
Male	214	99.1	32.7	48.6	18.8	67.3	66.9
Female	225	100	28	54.6	17.4	72	67.7
Racial/Ethnic Group							
White	303	99.3	18	57.1	24.8	82	79.6
African American	121	100	59.8	37.6	2.6	40.2	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	11	100	45.5	54.5	0	54.5	59.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	91	100	54.9	38.5	6.6	45.1	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	11	100	41.7	50	8.3	58.3	58.6
Socio-Economic Status							
Subsidized meals	259	99.2	43.5	47.2	9.3	56.5	55.4

Social Studies

All Students	437	100	27.8	48.1	24.1	72.2	70.9
Gender							
Male	243	100	28.2	43.3	28.6	71.8	70.1
Female	194	100	27.4	54.2	18.4	72.6	71.7
Racial/Ethnic Group							
White	291	100	20.8	48.9	30.3	79.2	79.2
African American	130	100	44.5	46.1	9.4	55.5	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	12	100	25	50	25	75	68
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	94	100	47.3	47.3	5.4	52.7	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	10	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	280	100	35.4	49.4	15.1	64.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	663	98.3	30.3	44.8	24.8	69.7	72.1	95.6	96.3
Gender									
Male	356	97.8	39.4	41.8	18.8	60.6	65.2	95.4	96.2
Female	307	99	19.9	48.3	31.8	80.1	79.2	95.9	96.4
Racial/Ethnic Group									
White	450	98.4	21.7	47.5	30.9	78.3	80.8	95.4	96.1
African American	190	97.9	52	38.5	9.5	48	59.7	96.1	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87	95.4	97.5
Hispanic	16	100	31.3	56.3	12.5	68.8	64.6	97.2	96.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	N/A	95
Disability Status									
Disabled	69	85.5	63.6	23.6	12.7	36.4	27.7	95	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	15	100	31.3	56.3	12.5	68.8	63.7	98.1	97
Socio-Economic Status									
Subsidized meals	410	98.5	39.9	46.4	13.7	60.1	61.9	95.3	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	115	100	19.5	33.6	46.9	80.5
	4	121	96.7	27.4	47	25.6	72.6
	5	98	100	20.6	48.5	30.9	79.4
	6	107	100	39.2	41.2	19.6	60.8
	7	99	100	42.9	22.4	34.7	57.1
	8	136	100	31.1	40.7	28.1	68.9
2010	3	111	100	13.1	29	57.9	86.9
	4	122	92.6	31.9	39.8	28.3	68.1
	5	109	100	23.1	43.5	33.3	76.9
	6	101	100	33.3	33.3	33.3	66.7
	7	108	100	38	23.1	38.9	62
	8	110	99.1	34	34	32	66
Mathematics							
2009	3	115	100	22.1	44.2	33.6	77.9
	4	121	97.5	20.3	50.8	28.8	79.7
	5	98	100	22.7	38.1	39.2	77.3
	6	107	100	40.2	36.3	23.5	59.8
	7	99	100	29.6	49	21.4	70.4
	8	136	100	31.1	39.3	29.6	68.9
2010	3	111	100	18.7	39.3	42.1	81.3
	4	122	95.9	26.5	48.7	24.8	73.5
	5	109	100	17.6	36.1	46.3	82.4
	6	101	100	20.2	40.4	39.4	79.8
	7	108	100	38	36.1	25.9	62
	8	110	99.1	32	44.7	23.3	68
Science							
2009	3	59	100	26.3	56.1	17.5	73.7
	4	120	97.5	41.9	51.3	6.8	58.1
	5	49	98	31.3	50	18.8	68.8
	6	54	98.2	34.6	51.9	13.5	65.4
	7	99	100	35.7	51	13.3	64.3
	8	69	98.6	40.3	47.8	11.9	59.7
2010	3	56	100	28.3	39.6	32.1	71.7
	4	115	100	27	66.7	6.3	73
	5	54	100	38.9	44.4	16.7	61.1
	6	52	98.1	29.4	54.9	15.7	70.6
	7	108	100	31.5	43.5	25	68.5
	8	54	98.2	28.6	53.1	18.4	71.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	57	100	17.5	42.1	40.4	82.5
	4	119	96.6	27	61.7	11.3	73
	5	49	100	35.4	47.9	16.7	64.6
	6	53	98.1	26	46	28	74
	7	99	100	37.8	34.7	27.6	62.2
	8	67	100	23.9	46.3	29.9	76.1
2010	3	55	100	11.1	50	38.9	88.9
	4	115	100	28.8	62.2	9	71.2
	5	55	100	29.6	50	20.4	70.4
	6	49	100	6.3	62.5	31.3	93.8
	7	108	100	41.7	31.5	26.9	58.3
	8	55	100	32.1	35.8	32.1	67.9
Writing							
2009	3	116	98.3	38.4	42	19.6	61.6
	4	121	95	32.2	58.3	9.6	67.8
	5	98	100	37.1	42.3	20.6	62.9
	6	107	100	50	33.3	16.7	50
	7	99	100	35.7	36.7	27.6	64.3
	8	137	100	30.9	49.3	19.9	69.1
2010	3	110	97.3	32.7	38.5	28.8	67.3
	4	122	93.4	29.6	45.4	25	70.4
	5	111	100	26.1	44.1	29.7	73.9
	6	102	100	25.7	48.5	25.7	74.3
	7	109	100	35.2	45.4	19.4	64.8
	8	109	100	32.7	47.1	20.2	67.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	97	100	10.5	36.8	30.5	22.1	61.1	65.9	No	Yes
Male	45	100	8.9	53.3	26.7	11.1	48.9	60.8	N/A	N/A
Female	52	100	12	22	34	32	72	71	N/A	N/A
White	69	100	4.4	33.8	35.3	26.5	73.5	77.5	Yes	Yes
African American	26	100	28	48	16	8	24	49.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	58	100	16.1	37.5	32.1	14.3	50	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	97	100	13.7	29.5	34.7	22.1	68.4	62.3	No	Yes
Male	45	100	15.6	35.6	31.1	17.8	60	61.7	N/A	N/A
Female	52	100	12	24	38	26	76	63	N/A	N/A
White	69	100	5.9	29.4	35.3	29.4	76.5	75	Yes	Yes
African American	26	100	36	32	28	4	44	44	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	58	100	19.6	28.6	41.1	10.7	66.1	48.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	97	97.9	53.7	22.1	11.6	12.6	N/A	N/A	N/A	N/A
Male	45	100.0	62.2	15.6	8.9	13.3	N/A	N/A	N/A	N/A
Female	52	96.2	46.0	28.0	14.0	12.0	N/A	N/A	N/A	N/A
White	69	98.6	47.1	20.6	14.7	17.6	N/A	N/A	N/A	N/A
African American	26	96.2	76.0	20.0	4.0	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	58	96.6	57.1	28.6	8.9	5.4	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	101	99	14.3	36.7	28.6	20.4	61.2	61.8
	2010	97	100	10.5	36.8	30.5	22.1	61.1	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	101	99	11.2	32.7	26.5	29.6	65.3	62.7
	2010	97	100	13.7	29.5	34.7	22.1	68.4	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate, grades K-8	96.8%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample